



# The Primary PE and Sport Premium

Planning, reporting and  
evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



## MEON INFANT SCHOOL

### Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£17,180
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,180
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17,180

### Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	<p>N.B: We understand the importance of swimming as an essential life skill. All of our current year 2 cohort have had 3 half hour introductory swimming sessions. Learning basic safety and developing confidence in the water.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022.</p> <p>Please see note above</p>	<p>%</p> <p>N/A</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	<p>N/A</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>N/A</p>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/No</p>

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

<b>Academic Year:</b> 2022/23	<b>Total fund allocated:</b> £17,180	<b>Date Updated:</b> July 2023		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation:	30%
<b>Our overall intent:</b> <i>It is our intent that the PE element of the curriculum will help pupils to create a positive relationship with physical activity, body confidence and mental health. By creating a whole holistic approach of the child through development of their physical literacy, emotional and thinking skills we hope to develop healthy lifestyles that will enable them to make the right choices for life. We hope to; have children eating a balanced diet, witness a positive growth mind-set, understand that their bodies are incredible and develop resilience. This will be embedded through the curriculum which aims to improve, at its' core, agility, balance and co-ordination. In addition, children will learn how to cooperate and collaborate with each other.</i>				
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
It is our intent that the PE element of the curriculum will help pupils to create a positive relationship with physical activity for life. <ul style="list-style-type: none"> <li>Educate children in the value and benefits of a healthy active lifestyle.</li> <li>Ensure our high-quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</li> <li>Use active lessons to increase</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to maintain 2 x PE sessions (where possible) per week, following our scheme of work.</li> <li>Teachers to make use of 5 A DAY and other online 'physical activity' initiatives to increase 'movement throughout the day at regular 'snapshot' intervals.</li> <li>Children have access to 5ADay in their homes for free. 1.</li> <li>One lunchtime supervisor is employed to oversee physical activity opportunities during the</li> </ul>	£5,140	<ul style="list-style-type: none"> <li>Behaviour and accident reports are fewer by having set activities in the playground during lunchtimes.</li> <li>Children are becoming confident in their physical literacy. Understanding the capabilities of their own bodies and developing their core</li> </ul>	We plan to support our lunch sessions further by employing an external company to come and set up bespoke and very specific lunchtime activities to promote physical activity. They will also be there to upskill our current lunchtime staff with ideas and delivering quality provision.  We will continue using Real PE



<p>physical activity levels and learning.</p> <ul style="list-style-type: none"> <li>• Ensure children are undertaking the minimum requirement of 30 minutes of physical activity per day.</li> <li>• Place emphasis on increasing interest/ enthusiasm in PE for children who are considered 'least active'/disadvantaged..</li> <li>• Increase playtime activity and information about 'keeping active and leading healthy lifestyles to parents.</li> </ul>	<p>lunch hour. 2</p> <ul style="list-style-type: none"> <li>• Information for parents through website links and via our Seesaw (home learning link)</li> <li>• All children who are considered least active/disadvantaged to be been offered a free course of Yoga and mindfulness. 3</li> </ul>		<p>movement skills in Agility, Balance and Co-ordination.</p> <ul style="list-style-type: none"> <li>• A few children benefitted from a free course of yoga sessions after school. Parents commented that their children were coming home much calmer and were grateful for the new skills that their children had learned. Skills that their children can continue to use in the home- breathing exercises etc.</li> </ul>	<p>as it addresses all the skills that are crucial for embedding positive physical literacy and the themes are also supporting within the Gymnastics and Dance elements. This provides continuity and gives teachers confidence in their delivery.</p> <p>Continue with Mindful Movers after school- offering a couple of free places each half term for selected PP children.</p>
--	--	--	---	--

<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: 12%</p>
--	--

Intent	Implementation	Impact		
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To create a whole holistic approach of the child through development of their physical literacy, emotional and thinking skills we hope to develop healthy lifestyles that will enable them to make the right choices for life. We hope to; have children eating a balanced diet, witness a positive growth mind-set, understand that their bodies are incredible and develop resilience.</p>	<p>Through strong subject leadership and parent partnership we will plan and implement life-long lessons about making healthy, responsible choices.</p> <ul style="list-style-type: none"> <li>• 1:1 Coaching (CPD Dance) 1</li> <li>• Subject leadership- continue to develop and use whole school plans and assessment.</li> <li>• Clear signposting to school nurse team.</li> </ul>	<p>1. £2000</p>	<ul style="list-style-type: none"> <li>• All staff received 1:1 support in the delivery of Real Dance.</li> <li>• Staff commented that Miss Roni made the sessions easy to follow and learned a lot from her knowledge.</li> <li>• Miss Roni emailed class</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to ensure strong subject leadership develops in PE, ensure all staff are aware of importance and begin to engage parents more.</li> <li>• Roni is to continue her 1:1 dance CPD for the next academic year. Ensuring that the laptop is used for</li> </ul>

<ul style="list-style-type: none"> <li>• Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</li> <li>• Use PE and sport to develop a whole holistic approach of the child by developing their physical literacy, emotional and thinking skills to achieve in PE, Sport and life.</li> <li>• Use sporting role models used to engage and raise achievement.</li> <li>• Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, pupil reward and recognition of pupils)</li> <li>• High quality PE lessons delivered during curriculum time.</li> <li>• Promote an environment where children present healthy positive learning behaviours.</li> <li>• Promote a holistic ‘mind and body’ approach to wellbeing.</li> <li>• Pupils will hopefully develop the ‘tools’ needed to manage and boost their mental health (self-esteem, confidence etc) and reduce many issues such as anxiety and depression.</li> </ul>	<ul style="list-style-type: none"> <li>• As a school, we pride ourselves on our strong link with the Portsmouth Schools Sports Partnership. This also provides the opportunities to take part in external festivals/competitions against other schools. We are able to target the children who lack ‘movement competence’.</li> <li>• Expert advice on continuing to embed the Real PE programme within the school through twilight sessions and CPD days- Liaising with our school REAL PE rep: Michael . 2</li> <li>• Provide children with weekly yoga/mindfulness sessions</li> <li>• Provide year 2’s with some bespoke sessions in supporting their mental health. 3.</li> <li>• Provide specialist sensory circuit session for children who are highlighted as needing the provision.</li> </ul>		<p>teachers after each session with feedback for clarification and for them to return to when needed.</p> <ul style="list-style-type: none"> <li>• School Nurse is on site once every other week for parents to make an appointment.</li> <li>• 40 children were chosen (some highlighted as displaying little physical activity) to participate in festivals against other schools. All of the children were awarded with certificates.</li> <li>• Miss Tomney provides yoga and mindfulness sessions across the school for all children during school hours..</li> <li>• Some teachers provide a short mindful/breathing session before the lessons begin.. Children are enjoying yoga and mindful sessions. In particular the morning ‘grounding’ sessions have been observed as being highly beneficial. <i>“Children go from</i></li> </ul>	<p>‘REAL DANCE’ to be shown on the screen during the session.</p> <ul style="list-style-type: none"> <li>• School nurse will continue visits.</li> <li>• Continue partnership with PSSP to provide opportunities for children to explore activities and work alongside other settings.</li> <li>• Continue with our successful Mindful Movers club as after school provision. KP to liaise with MT over planning and monitor.</li> </ul>
--	---	--	--	--

			<p><i>being on an extreme high to being calm and ready to learn in a matter of minutes. It's like magic!"</i></p>	
--	--	--	---	--

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				50%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To continue to improve in delivery of the Real PE/Gym programmes. Familiarising self with 'Jasmine'.</li> <li>Staff to be upskilled in the knowledge and delivery of dance.</li> <li>Staff to understand that mental health for children is equally as important as physical health in building strong and resilient children that feel empowered to enter the world.</li> </ul> <p>Staff to have the knowledge and training on how to support children to engage in activities that promote their whole body &amp; mind wellbeing.</p>	<ul style="list-style-type: none"> <li>Staff to continue using REALPE resources. Referring to 'Wheel' for a whole holistic approach.</li> <li>Whole school refresher via twilight/whole day.</li> <li>1:1 teacher CPD sessions with qualified dance instructor: NEW- Real Dance focus.</li> <li>Staff to continue to use knowledge of yoga and mindfulness in supporting children's wellbeing.</li> <li>M.T to deliver specific sessions throughout the school and liase with K.P at</li> </ul>	£8,540	<ul style="list-style-type: none"> <li>Engaging, active PE sessions taught by PE experts. Sports coaches have commented that being able to teach children consistently over time has seen a marked improvement of their PE enjoyment and skill development.</li> <li>The Real PE curriculum continues to support staff development.</li> <li>Staff are beginning to embed yoga and mindful moments into their weekly timetable. The positive impact has been noticed by external agencies in their observations (MABS/OfSTED).</li> </ul>	<ul style="list-style-type: none"> <li>Continue to upskill staff using skilled sports coaches.</li> <li>Liaise with N.Quinney, R. Edwards-PSSP) to discuss best next steps.</li> <li>Possible engagement of staff in twilight session (KP and MT) on yoga/mindfulness to support the progressive change in culture.</li> <li>Continue to weave yoga/mindful sessions throughout school curriculum using HLTA to deliver main sessions- other staff can shadow where and when appropriate</li> </ul>

	regular intervals			<ul style="list-style-type: none"> <li>Ensure PE Lead has appropriate NCT spread over the year to arrange activities, work with external agencies, prepare SP spending, order and check equipment, plan sports day to run efficiently, etc.</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 6%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>We want to develop healthy lifestyles, positive growth mind set and resilience.</p> <ul style="list-style-type: none"> <li>Pupils will have access to a wide range of different sports and activities.</li> <li>Pupils will have the ability to attend extra-curricular activities that meet their interests.</li> <li>Ensure all the equipment is safe, clean and user friendly.</li> <li>Develop the use of the Outdoor Environment to promote active/physical development and</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that we have a school minibus to commute to swimming and competitions. 1</li> <li>Children experience a range of sporting activities; games, athletics, dance, gymnastics, yoga.</li> <li>Yoga: Continue with successful Mindful Movers club.</li> <li>Healthy Schools Week- Working with SLA and</li> </ul>	1. £1000	<ul style="list-style-type: none"> <li>Children have enjoyed the specialist dance sessions this year.</li> <li>Children were able to take part in an adapted HSW where they were able to have a focus on the importance of a healthy balanced lifestyle, explore different activities and learn about the human body's capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Organise HSW and book variety of different activities for children to experience.</li> </ul>



<p>ensure year groups have access to active play equipment during playtimes</p> <ul style="list-style-type: none"> <li>• Children will leave Meon Infant school with an introduction to water safety. They will gain in confidence and self-esteem to continue water-based activities.</li> <li>• Arrange Sports Day</li> </ul>	<p>community (Tesco) we provide the children. 2</p> <ul style="list-style-type: none"> <li>• Replace tired equipment (mats etc) PE annual inspection. 3</li> <li>• Year 2 children to have a minimum of 3 half hour swimming sessions with a qualified swim coach. 4</li> <li>• (Sports day) Children to experience competition at an interhouse level whilst inviting parents along for a community feel.</li> </ul>		<ul style="list-style-type: none"> <li>• As previously mentioned, children had the opportunity to take part in a range of sporting activities against other schools. They received expert training and even won medals!</li> <li>• Children have been able to be active during playtimes and it has been widely promoted and supported by staff.</li> <li>• Swimming was a huge success. All of our year 2 children accessed the 3 sessions; developing their water safety skills and supporting their water confidence. Several parents asked for the swimming school details to continue the swimming sessions for their child.</li> <li>• Sports Day- This was our first combined sports day with our 'sister school'. We arranged them in year groups with an hour of</li> </ul>	<ul style="list-style-type: none"> <li>• Book competitions/ festivals for next academic year for children to experience a greater range and to be able to signpost those who show talent.</li> <li>• Provide dedicated physical activities for children to participate in at lunch times.</li> <li>• Book swimming for Y2's for next academic year with an aim for 6 instead of 3 sessions.</li> <li>• Ensure adequate time is given to plan and prepare for Sport's day. Continue with same approach for next</li> </ul>
---	---	--	--	---

			<p>carousel activities- to explore different skills and finished with traditional competitive races. Awards were given for positive attitudes, in addition to the winning of races.</p> <p>One parent of a child with an EHCP commented “It was such a good idea to have non-winning activities in addition to the races. This meant **** could join in without becoming distressed.”.</p>	academic year.
--	--	--	--	----------------

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				3%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Provide the opportunity for all our pupils to attend festivals and competitions.	<ul style="list-style-type: none"> <li>• Arrange festivals for children to attend, against other schools.</li> <li>• Arrange sports day to include competitive sport.</li> </ul>	£500	<ul style="list-style-type: none"> <li>• See above.</li> <li>• All children have experienced some level of competitive sport this year; either interhouse or against other schools in our local community. This has raised confidence and excelled physical development.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange sports festivals in Autumn term.</li> <li>• Ensure there is a competitive element planned within our sports day arrangements.</li> </ul>
--	--	------	---	---

Signed off by	
Head Teacher:	Sara Paine
Date:	July 2023
Subject Leader:	Katie Phillips
Date:	July 2023
Governor:	
Date:	